IMPACT OF POLITICAL EDUCATION ON STUDENTS' POLITICAL PARTICIPATION IN NIGERIA: A STUDY OF COLLEGES OF EDUCATION IN ENUGU STATE.

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ABSTRACT
This study was carried out to investigate the impact of political education on students' political participation in Colleges of Education in Enugu state. A survey design was adopted for the study. Two research questions were used to guide the study. Structured questionnaire tagged; "Political Education Impact and Students Political Participations in Colleges of Education" (PEISPPCE), was constructed to seek opinions of respondents (Teachers and Students). The study has population of 500 teachers and students in six (6) Colleges of Education in Enugu state. The teachers were 100 and students were 400. Enumerated census of population of 500 respondents was adopted as the sample. Reliability coefficient of 0.76 was obtained. The findings indicated that Enugu State College of Education (Technical) with (teachers 20% and students 25%) and Federal College of Education, Eha-Amufu with (teachers 24% and students 20%) have the highest participation in political programmes in the Colleges of Education. Female students (58.8%) participate more in political activities than male (41.2%). It also showed that political education in Colleges of Education to a high extent influences students' political participation in Enugu State. However, there are challenges like: political tension, conflict in the society, poverty, family background and belief system, etc. The study recommended that the political programmes in the Colleges of Education should be taken with utmost importance to help improve students' political participation in schools and beyond.

Keywords: Political Education, Students, Teachers, Participation, Colleges of Education.

Introduction

"Man is by nature a political animal" according to the famous Greek philosopher, Aristotle. This is by implication that it is the nature and character of man to associate with others and inhabit his environment. In other words, it is also deduced from this saying that man has engaged in politics and reflected on political issues over a long period of time. Also, the political philosophy of Machiavelli revealed that power is separated from morality, ethics, religion and metaphysics. He insists that the state has autonomous values of its own and that political conduct should be determined not by an appeal to Christian morality or private conscience but to education and reason of state.

Education is the complete development of the individual so that he can make an original contribution to human life to his best capacity (Aggarwal, 2010). The individual is a sum total of various constituents and all of these must be developed. Every individual is unique and as such the task of education is to cater for the individual needs. The development need is to take place to the maximum possible extent. In other words, education curbs the animal instincts in man and shows him the way to realize his latent powers. It thus makes the potential man sociable and actual.

Political education as a system for the acquisition and internalization of the values is the sentiment and norms of society in which they live and actually get involved to ensure that the common good of the citizens is catered for including resisting anti-social and unguided youthful exuberance. It is a means of conveying to the learners, the body of knowledge, and set of values and behavioral orientation that are considered vital and necessary for the sustenance and wellbeing of the people. In other words, political

education is a set of practices and activities aimed at making young people and adults better equipped to participate actively in democratic life by assuming and exercising their rights and responsibilities in society (Osakwe and Itejere cited in Oladejo and Oluwole (2017).

Politics and education are by nature processes of learning for attitudinal change in public service and governance. Public education is by necessity an extension of our political system, resulting in schools being reduced to vehicles for implementing political mandates. For instance, during the past thirty years, education has become federalized through dynamics both indirect and direct. As government policy and practice, bureaucracy is unavoidable, of course. But the central flaw in the need for structure and hierarchy is that politics prefers leadership characteristics above expertise. As noted by Blasé & Blasé (2002), no politician can possibly have the expertise and experience needed in all the many areas of education leader (Ijaduola, Odunaike Ajayi, 2009). It is the means of developing political attitudes and behaviours of learners from grass root till total formation of political ability and participation.

Political participation is active involvement of individuals and or groups in government processes affecting their lives (Nnamani and Onuigbo, 2012). Political participation is a two-way process that involves an active interaction between citizens and government. This implies when citizens play active role in the process of formulation and implementation of public policies and decisions. In a political society, some individuals' involvement in political processes and activities are autonomous, while in others it could be induced. Political participation includes:

- Voting during election
- Right to associate with political groups
- Contesting for elective office
- Campaigning for a political party
- Participation in community projects

Innegative effect, reaching from presidents and governors to state superintendents of education and school board chairs and members; people who have no or very little experience or expertise as educators or scholars attain leadership positions responsible for forming and implementing education policy. In other words, the faces and voices currently leading the education reform movement in Nigeria are appointees and self-proclaimed reformers who, while often well-meaning, lack significant expertise or experience in education. Bureaucracy bestows authority and a hierarchy on education that allows and perpetuates leadership without expertise or experience. The consequences are most vivid examples of why education reform has failed and will continue to fail (Ijaduola, Odunaike Ajayi, 2009).

Political science education teachers in their own have a lot to contribute on transforming students to know the values and implication of tenets when participating in politics in society.

Review of Related Literatures
Issues of Political Education in Nigeria

Politically, there are issues that are important to education. These issues are constraints that we need to focus on in order to advance forward and offer better opportunities to our students. Dewitt (2014) explained them thus:

Common Core State Standards - 36 states may have adopted the standards but some states may be backing out or considering backing out of using them. Regardless of how people feel about the Common Core they have led to many hot debates about education, and will continue to do so in the years to come in Nigerian system.

Student Learning - Student learning is everything from different pathways to graduation, encouraging student voice in student learning, and encouraging them have a place at the table for larger conversations about their affairs and society at large. So often we focus on teaching, but it is learning that matters most.

Technology - Even after all of these years, technology is still a hot button issues. Some people love it and use it flawlessly every day, while others hate it and do not see why they need to be forced to use it at all. In addition what makes it complicated is that some schools seem to have endless resources, while other schools have to use what wealthier schools disregarded as old. Technology will still be a critical issue to discuss in political education in Nigeria system.

*Social Media -***Twitter** has exploded over the past few years. More and more educators are joining and finding members to their Professional Learning Network (PLN). What is even better is that they are sharing resources to use in their classrooms, buildings and districts, and they are also using it to connect for professional development. Social media will be, and should be, part of a huge discussion in Nigerian political education system.

Politics - Many politicians seem to focus on how schools are failing, and their only solution is standardization, accountability and high stakes testing. Many governors are running for re-election in the year 2019 and education will no doubt make or break their campaigns. How many politicians have spoken about teachers in deplorable condition and this is the year when teachers continue to take control over that conversation?

High Stakes Testing - Schools across the country have to give high stakes tests to students. Some start it in kindergarten, while others begin in secondary schools. In most states in Nigeria, they are tied to teacher/administrator evaluation and that will no doubt continue to be a big debate in recent years. There are needs to have different methods used to assess student learning, and none of them should be "high stakes."

School Leadership - If you go on Twitter, you will find hundreds of school leaders who consider themselves "*Lead Learners*." This is very important because they see the important part they play in the lives of their students, teachers and staff. In addition, school leaders understand that they can have a positive or negative impact on their school climate, and too many still have a negative impact.

Pre-service Teaching Programs- How can we get the best teachers into our classrooms when so many politicians and policymakers cry that schools are failing? Under those circumstances, who would want to go into the profession? Additionally, pre-service programs need to improve because many of the graduates do not seem prepared for the profession. The real question for the moment is how can schools work with these programs to build a community of learners who are prepared for the profession? A little less accountability tied to testing would go a long way to improve this issue.

School Climate - A few days ago Secretary Duncan and Attorney General Eric Holder announced new guidelines to stop the school to prison pipeline and improve school climate. This critical issue is not just about bullying, but about creating an inclusive school climate where all students can achieve their maximum potential in political education process.

Poverty - We know around approximately 70% of our students are living in poverty. We also know that many children who live in poverty come to kindergarten (vocabulary) that their wealthier peers experienced. Many of the schools that try to educate these students lack the proper resources, and the communities where children in poverty live often lack the same resources that wealthier towns have. Poverty is an issue that is one of the most critical issues of our time, in and out of schools.

Impact of Political Education on Students' Political Participation
Political education helps students to develop fundamental aspects of the society they live. The political order in society as learnt in schools reshaped the students' mentality on promoting unity and oneness of national philosophy and goals. Political education influences the attitudes of students in the following ways:
- Increase their political participation
- Develop in them the spirit of national unity and oneness of purpose
- Improve their ability to manage political institutions
- Shun violence and political thuggery
- Full participation in electioneering activities in the state
- Participate and vote during elections

Challenges of Political Education in Nigeria
One of the major problems is that of a general feeling of despondency on the part of many Nigerians. A general feeling of alienation permeates the entire political terrain of Nigeria. Nwankwo (2012) asserts that apathy and powerlessness are key factors that can best be used to describe citizens'

political life in Nigeria. It is this apathy of the people that stood in the way of massive citizens' consciousness while powerlessness is indicated by the fact that most Nigerians do not seem to have any means of participating in politics other than during elections which on many occasions are fraught with challenges. As such, there is the belief that there's little or no control over what elected officials do as representatives of the people in between elections to the extent that many have lost confidence in politics and associated activities and therefore spent incalculable efforts in fruitless sectional, ethnic and religious quarrels.

The advent of social changes, ethnic crisis, religious conflict like Boko Haram, and political forces, economic pressures, plus beliefs and values continue to develop in our country. These are bound to influence educational practices and politics. With these things or mayhem to continue, the prediction will be what will come about in future decades and generations as regards political education in Nigeria. As researchers and experts, it is necessary to resist any urge to speculate on how new political order will fit into this overview of historical patterns of political philosophical outlooks.

Another challenge is political orientation. The problem of political orientation is mostly associated with the increase of illiterates that constitute the electorate. Consequently, the uninformed electorate ignore characteristic political education issues like poverty, school leadership, infrastructure, unemployment, corruption, insecurity, etc. and focus attention to and voting right based on trivial considerations like god-fatherism, brotherhood, religious fraternity, party loyalty, social ties, and ethnicity (Obanya, 2002). In addition to that, Government agencies like the National Orientation Agency (NOA), Civil Societies and electoral bodies like the Independent National Electoral Commission (INEC), in Nigeria exploit the mass media as a tool for mass education and mobilization. These bodies among others involve mass media in enlightening citizens about the political system. However, this study does not limit politics to party politics such as voting and electioneering campaign. For the purpose of this study is to investigate how political education as often used interchangeably with political socialization influence students in Colleges of Education participation in political activities.

Theoretical Framework
Instructional Theory Robert M. Gagne (1965)

One of the first instructional theorists was Robert M. Gagne, who in 1965 published Conditions of Learning for the Florida State University's Department of Educational Research. *Conditions of Learning*, by Robert M. Gagne, was originally published in 1965 by Holt, Rinehart and Winstonand describes eight kinds of learning and nine events of instruction. This theory of learning involved two steps his theory stipulates that there are several different types or levels of learning. The significance of these classifications is that each different type requires different types of instruction. Gagne identifies five major categories of learning: verbal information, intellectual skills, cognitive strategies, motor skills and attitudes. Different internal and external conditions are necessary for each type of learning. For example, for cognitive strategies to be learned in political education, there must be a chance to practice developing new solutions to political problems in education; to learn attitudes, the learner must be exposed to a credible role model in political socialization or persuasive arguments (Obumneke-okeke, Anyachebelu and Uba, 2013).

Empirical Study

A study was carried out by Adelabu and Akinsolu (2009) on political education through the university: a survey of Nigeria university students. The major objective of the research study is to find out whether in reality, universities play a role in political education of students. A survey research was adopted using a questionnaire tagged "political education of students in the university" (PESUQ). The study population is Obafemi Awolowo University. The study sample is 1,000 students; 536 new students and 464 old students were selected through a disproportionate stratified random sampling. Findings revealed that the students are politically influenced in the university system. However, more old than new are influenced. Male students are more politically socialized than female.

The empirical findings are in line with the study because it focused on how students both male and female are politically motivated in Nigeria tertiary institutions through the teaching and learning of

political education. But, the gap in the empirical study which the current study will fill is that the study failed to investigate Colleges of education where political education courses are offered. The current study is poised to carry out a research on impact of political education on students' political participations in Colleges of education in Enugu state, Nigeria.

Statement of the Problem

Public education is by necessity an extension of our political system, resulting in schools being reduced to vehicles for implementing political mandates. But today, bureaucracy is failing education reform because it does not acknowledge or address two central realities: Nigeria remains corrosively inequitable, especially in terms of tribe, class and gender; and education tends to perpetuate those inequalities through commitments to tracking, testing and ranking. These factors and many more affect full participation of students in political activities in Enugu state. But educators and researchers can lead schools students in political participation if, they will commit themselves to genuine social reform that addresses poverty, and true education reform that allows teachers to do that which they know how to do. Thus, this study strives to investigate the extent political education impact on students' political participation in Colleges of Education in Enugu state, Nigeria.

Purpose of the Study

The following are the main purpose of the study:
1. To investigate impact of political education on students' political participation in Colleges of Education in Enugu state.
2. To find out Challenges facing political education in Colleges of Educations and students' political participations in Enugu state

Scope of the Study

The study will be restricted to political education and students' political participations in Colleges of Education, Enugu state and challenges facing them. It was delimited to Colleges of Education in Enugu state covering; Enugu State College of Education (Technical), Peaceland College of Education, Africa Thinkers Institute College of Education, Ecumenical College of Education, The College of Education, Nsukka and Federal College of Education, Eha-Amufu.

Methodology

Research Design

Descriptive survey was adopted for the study. According to Kreks (2010), descriptive survey is most useful in the description of conditions as they exist in their natural setting. Kreks further explains that in descriptive survey designs, a group of people, items or things are studied by collecting and analyzing data from only a few people, items or things considered to be representative of the entire population. This design is preferred for this study because data were collected, after analyses inferences will be generalized to all. The study area is Enugu state. She is a state that has boundaries with some states like Anambra, Abia, Ebonyi, and Benue. Enugu State was chosen because they have political structure in the State and Colleges of Education with students studying Political Science Education.

Population/Sample and Sampling Techniques of the Study

Population of the study was 500. One hundred (100) teachers and four hundred (400) students in four Colleges of Education: Enugu state College of Education (Technical), Peaceland College of Education, Africa Thinkers Institute College of Education, Ecumenical College of Education, The College of Education, Nsukka and Federal College of Education, Eha-Amufu. There is enumerated census of the population as the sample is 500 respondents.

Instrument for Data Collections

The instrument for data collection was structured questionnaire on: Impact of Political Education on Students' Political Participation (IPESPP) in College of Education was used for data collection in the

study. Copies of the instrument for the study were given experts' validations. After the validation of the instrument, the reliability internal consistency of the instrument was established through Cronbach Alpha method. Reliability coefficient of 0.76 was obtained. Statistical tools used for data analysis for the study are: Mean, Frequency, percentage. Specifically, frequency and percentage were used to answer demographic distribution of respondents, Mean statistics were used to answer the respondents' opinions in the research questions Likert items.

Response options in the instrument were graded as follows;

VHE: Very High Extent   4 marks
HE: High Extent   3 marks
 LE: Low   Extent   2 marks
VLE: Very Low Extent   1 mark

Hence, the mean scores will be interpreted as follows;

Mean scores from 3.5 – 4.0 – VHE
Mean scores from 2.5 – 3.4 – HE
Mean scores from 1.5 – 2. 4 – LE
Mean scores from 0 – 1.4 – VLE

Table 1: Institutes Distribution of the Population

S/N	Name of Institute	Teachers No	%	Students No	%
1.	Enugu State College of Edu.	20	20%	100	25%
2	Federal College of Edu. Eha-Amufu	24	24%	80	20%
3	Peaceland College of Edu.	17	17%	70	17.5%
4	Africa Thinkers Institute of College of Edu.	10	10%	50	12.5%
5	Ecumenical College of Edu.	15	15%	50	12.5%
6	The College of Edu. Nsukka	14	14%	50	12.5%
	Total	**100**	**100%**	**400**	**100%**

Table 1 has data on percentage of Institute participation on the impact of political education on students' political participation in Enugu state. Federal College of Education Eha-Amufu (24%) has the highest percentage of teachers than other institutions. While, African Thinkers Institute College of Education (10%) has the lowest percentage of participation. Enugu State College of Education (Technical) has highest number of student participants (100%) than other Colleges in the Study.

Table 2: Gender Distribution of Population

S/N	Gender	Frequency (NO)	Percentage (%)
1	Female Respondents	294	58.8%
2	Male Respondents	206	41.2%
	Total	**500**	**100%**

Table 2 contains gender participation in the study. Female respondents (58.8%) are more than male (41.2%) on the impact of political education students' participation in Enugu state.

Research Question 1

What is impact of political education on students' political participation in Colleges of Education in Enugu state?

Table 3:Impact of Political Education on Students

S/N	Item	Teachers		Students	
	Medium	X	Decision	X	Decision
1	Participating in College election	2.62	HE	2.78	HE
2	Participates in Enugu State electioneering programme	2.55	HE	2.42	LE
3	Holds Permanent Voters Card (PVC)	2.37	LE	2.40	LE
4	Votes during election	2.22	LE	2.20	LE
5	Involves in political parties campaign process	2.88	HE	3.00	HE
6	Via for political post in the College	3.63	VHE	3.46	HE
7	Belong to a political party in the Enugu state	2.98	HE	2.85	HE
8	Shun political thuggery and violets	1.87	VLE	2.00	LE
9	Promotes political rigging of election	2.50	HE	2.42	LE
10	Understand political structure of the state	2.01	LE	2.30	LE
11	Promotes good governance in the state government	2.66	HE	2.70	HE
12	Good political leadership in the College	3.63	VHE	2.99	HE
	Grand Mean	**2.66**	**HE**	**2.62**	**HE**

Table 3: has an item 1 to 12 with teachers and students mean scores. Grand mean score for teachers is 2.66 and students 2.62, indicating that they all agreed to a high extent that political education have impact on students political participation in Enugu state.
Research Question 2
What are the challenges facing political education in Colleges of Educations and students political participations in Enugu state?
Table 4:Challenges of Political Education on Students

S/N	Item	Teachers		Students	
		X	Decision	X	Decision
13	Lack of Participating in College election	2.32	LE	1.18	VLE
14	Corruption of the education system	3.32	HE	3.22	HE
15	Unqualified teachers	2.76	HE	2.97	HE
16	Lack of interest in government of the day	2.57	HE	2.61	HE
17	Political tension in the state	3.78	VHE	3.82	VHE
18	Students cultism	2.66	HE	2.87	HE
19	Dilapidation of our Colleges of Education	2.50	HE	2.57	HE
20	Poverty	2.65	HE	2.67	HE
21	Parental background of the student	2.78	HE	2.63	HE
22	Religious believes	2.43	LE	2.50	HE
	Grand Mean	**2.77**	**HE**	**2.70**	**HE**

Table has mean scores in items 13 to 22 for teachers and students respondents. Grand mean score of teacher is 2.77 and students 2.70 respectively. This revealed that these challenges itemized in the table above are mostly challenges facing political education impact on students' political participation.

Discussion of Results
Findings of the study are discussed and presented based on the research statistical tables and research questions that were studied. From table 1 and 2, revealed that out six (6) Colleges of Education under study, Federal College of Education Eha-Amufu has highest number of teachers' participation than other Colleges, while students have the highest number in Enugu State College of Education (Technical). More female teachers and students were involved in political Education participations in School. Table 3 and 4

showed results of the impact and challenges of political education on students' political participation in Colleges of Education in Enugu state. Respondents agreed that political education influence how students participate in political affairs.

Conclusion/Recommendations
The study investigated the impact of political education on students' political participation in Colleges of education, Enugu state. The study showed that there are six (6) Colleges of education in Enugu state. Respondent statistics showed that political education as taught in colleges of education to a high extent influence students' participations in Enugu state. Female students have the higher percentages of participation in the Colleges than males. The findings of the result revealed that political education influence how students in College of education participate in College elections, voting, electioneering programmes, etc. Some of the major challenges of political education students' participation are: political tension, poverty, unqualified teachers, etc in the state.

Recommendations
From the findings and discussions above, the following recommendations are stated to serve as remedies to the challenges revealed in the study:
1. The Non-Governmental Organizations (NGOs) as part of their developmental goals should fund education at tertiary level by providing instructional materials and programmes that will promote students' participation in political activities.
2. Government at all levels on their part should make politics in Enugu state to be friendly so that students can fully participate in it. This will improve their political socialization.
3. Colleges of Education management, starting from the Provost to teachers, should take political programmes and activities in the Colleges very seriously both teaching and political socialization. This will enable students to focus more on their political career in the Colleges of Education and beyond.

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